

Assessing Student Online Learning

Professor Curt Bonk
Instructional Systems Technology Department
School of Education
Indiana University, Bloomington, IN

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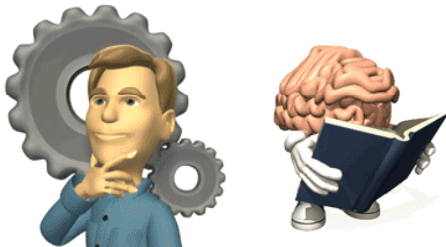
Content Overview

1. Types of assessment tasks. (e.g., papers, critiques, case analyses, essays, projects, discussion posts, tests, PP presentations, peer editing, concept mapping, portfolios, Web explorations, etc.).



Content Overview

2. Depends on goals: knowledge, problem solving skills, team skills, community member, demonstrate understanding, critical thinking, etc.



Content Overview

3. Assessment will depend on subject area, program mission and norms, class size, online delivery format and other technologies employed, motivation of students, learning variables, student characteristics, etc.



Content Overview

4. Types of assessments: public or private, process or product, formative (daily/weekly) vs. summative, teacher-led vs. student-led.



Content Overview

5. Types of assessments Continued:
- a. Holistic vs. Dimensional (e.g., completeness, relevancy, coherence, creativity, insight, course connections, logical flow, helpful).
 - b. Quantitative vs. Qualitative.
 - c. Writing-intensive vs. Exam-based.
 - d. Doing vs. Receiving knowledge.
 - e. Portfolio/Cumulative vs. Task-by-task.



Educational Simulations

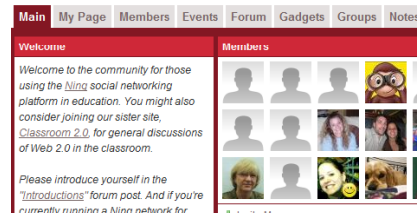


- Grading Possibilities:
- 1. Completed task.
 - 2. Quality or quantity of solutions offered.
 - 3. Time required.
 - 4. Reflection papers.



Online Group Discussions (e.g., Ning, Google Groups, MSN Groups, Yahoo Groups, etc.)

Ning in Education
Using Ning for Educational Social Networks



- Graded Possibilities:
- 1. Participation (quality vs. quantity).
 - 2. Interviews with other members.
 - 3. Contribution to group.
 - 4. Reflection of group.
 - 5. Group reports.

Content Overview

6. Online assessment difficulties.
7. Matching activities and assessments.



Watch Podcast Shows

Grading Possibilities:

1. Online discussions.
2. Reflection papers.
3. Podcaster interviews conducted.
4. Test on concepts learned.



Watch Videostreamed Conference Presentations

Grading Possibilities:

1. Reflection papers.
2. Presenter interviews conducted.
3. Presentations made.
4. Note: Bonus pts for contacting speakers.



Synchronous Conferencing Guest Expert (Breeze/Adobe Connect Pro)

Grading Possibilities:

1. Participation in discussion.
2. Brainstorming questions.
3. Reflection papers: linkage to course concepts.



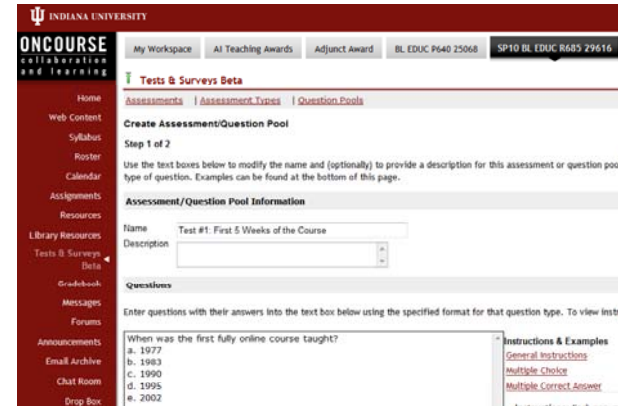
Bonus pts: extra readings
Bonus pts: contacting guest

Content Overview

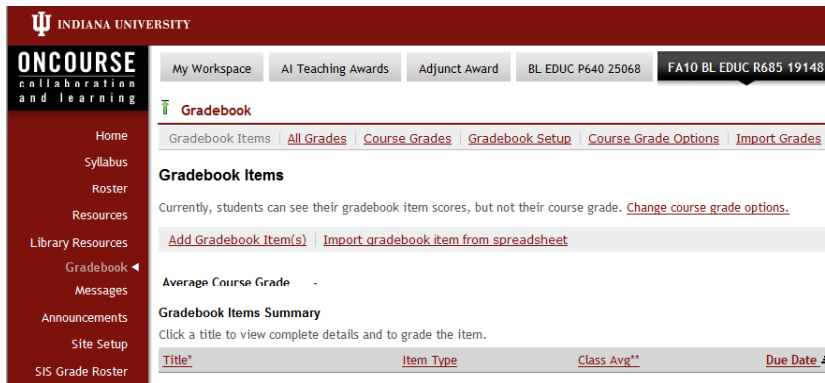
8. Embedding self-assessment, peer-assessment, expert assessment, etc.
9. Testing using course management system.
10. Posting and turning in grades.
11. Synchronizing CMS gradebook with grades at the registrar's office.



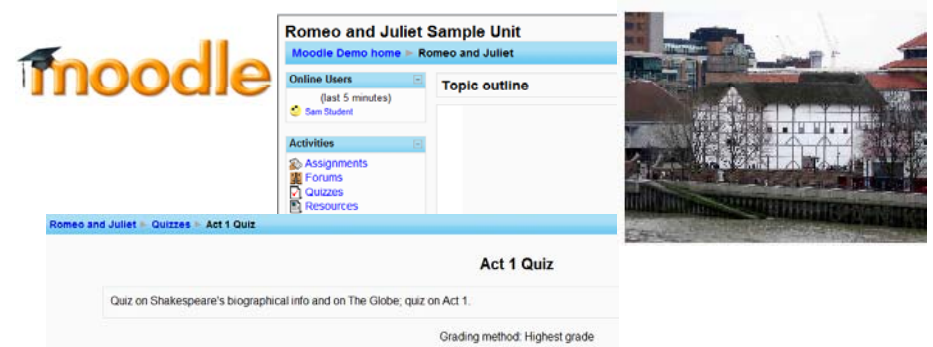
Tests and Surveys Tools in Course Management Systems (e.g., Oncourse)



Gradebook Tools in Course Management Systems (e.g., Oncourse)



Tests and Surveys Tools in Course Management Systems (e.g., Moodle)



Assessment Tools in Course Management Systems (e.g., Angel)

Improve Assessment
Better Assessments; Better Performance

Get Perspective. Take Action. See Results.

Industry Leading Item Analysis Tells All
ANGEL adds with assessment refinement by calculating Reliability, Discrimination, Frequency, Distribution, Difficulty & More

Assessment Design - Your Way
Configure your assessment display, access & review options

Learning Outcomes Management
Visibility into Student Competency & Improved Learning Outcomes

LEARNING OUTCOMES MANAGEMENT (LOM)

Institution Define & Administer Standards Course Performance Against Standards

Administer Standards, National, Institutional, or Custom

Simply Standards. Powerful Browser.

ANGEL LEARNING

ANGEL ePortfolio 2.2

A Digital Destination for Educational Growth & Assessment

Collect
Preserve Program & Institutional Artifacts

Assess
Create Customized Portfolio Assessments

Achieve
Manage Evidence of Improvement

Now more integrated with ANGEL LMS 7.4

Simple. Powerful. Open.

ANGEL LEARNING

Online Testing and Surveying Tools (e.g., Respondus and Questionmark)

Respondus
Assessment Tools for Learning Systems

Products | Downloads | Registration | Support | Partners | News | Company

Respondus 4.0 is a powerful tool for creating and managing exams that can be printed to paper or published directly to Blackboard, ANGEL, Desire2Learn, eCollege, Moodle, and other eLearning systems.

Respondus LockDown Browser is a custom browser that locks down the testing environment within Blackboard, ANGEL, Desire2Learn or Moodle. Students are locked into the assessment and are unable to print, copy, go to another URL, or access other applications.

StudyMate Class helps students "master the basics" of course material through the use of learning activities.

Questionmark
Learning results

HOME | PRODUCTS & SERVICES | TROUBLESHOOTING & DOWNLOADS | CUSTOMERS | SUPPORT | MY QUESTIONMARK | LEARNING | ABOUT

How effective are your learning programs?

Questionmark provides tools to measure knowledge, skills and abilities. Lockdown and eLearning, eLearning, eLearning and eLearning are all available in a comprehensive and integrated manner.

Questionmark's eLearning solutions include:

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E-Portfolio Tools (e.g., PebblePad and ePortfolio)

PebblePad
...not just an eportfolio

Home | PebblePad | About ePortfolios | Working With | Training | Information

IMS Learning Impact Awards... **Platinum Winner 2010**

Welcome to PebblePad!

PebblePad Practitioner Survey

Are you using PebblePad with groups of students, staff, or members? If so, we would like to invite you to complete the PebblePad Practitioner Survey. The purpose of the survey is two-fold:

- To identify drivers of eportfolio use and common practice in relation to eportfolio implementation, and

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PebblePad Conference

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Community & support resources for teachers

ePortfolio

ePortfolios is a secure University of Minnesota website for entering, saving, organizing, viewing, and selectively sharing your personal, professional, and educational records.

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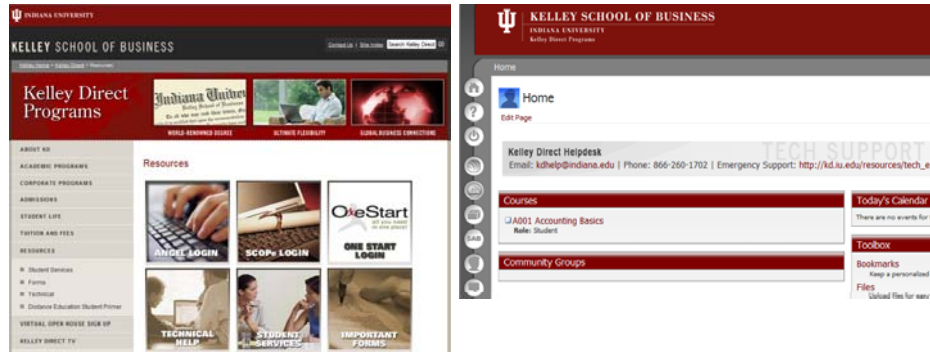
Public Search

Content Overview

12. Research shows that many online instructors use group deliverables; also grade online discussions, essays, projects, reflections are popular. Online quizzes, online cases, and problem analysis also popular.



Kelley Direct Online MBA (IU)



Assessment Strategies Used (IU Kelley Online MBA program, Liu 2007)

Assessment tasks (methods)	Frequency (*)
1. Asynchronous discussions	11
2. Quizzes and exams	7
3. Case analysis	6
4. Problem analysis (involves calculation)	6
5. Projects	3
6. Simulations	2
7. Essays	1
8. Reflections	1
9. Peer eval. team contrib	1

Based on 15 sections of 12 courses offered during 2005-06; Liu et al., 2007.

Assessment Strategies Used (KD) (Liu, 2007)

Strategies	Courses in use (%)
Group change by each assignment	2 (7%)
Peer evaluation	5 (19%)
Internal interaction (critique, feedback, idea sharing)	9 (33%)
Group-level deliverables	21 (78%)
Combination of groupwork & indiv work	21 (78%)
Group discussion	23 (85%)

Assessment in Five Online Master's Programs (Liu, 2008)

Assessment tasks	Frequency	Assessment tasks	Frequency
1. Participation in asynchronous discussions	16 instructors (17 courses)	13. Reading and summarizing	2 instructors (3 courses)
2. Critiques	10 instructors	14. Concept mapping	2
3. Essays	9 instructors (11 courses)	15. Learning contracts	2
4. Projects	9 instructors	16. Portfolio	2
5. Field reports	7	17. Participation other than asyn. discussion	2
6. Reflections	7	18. PPT presentation	1
7. Quizzes and exams	5 instructors (6 courses)	19. Critique log	1
8. Students create questions (design activities)	4 instructors (5 courses)	20. Peer editing	1
9. Case analysis	3	21. Other	2
10. Questions and answers	3	* 20 instructors, 22 courses (for each task, studying how, why)	
11. Collecting information and sources	3		
12. Inventory	3		

Content Overview

13. Research also shows that they use simulations, peer editing, portfolios, concept mapping, and peer evaluation of team projects not as widely used.



Content Overview

14. Assessments should be flexible, authentic as possible, explicitly stated, ongoing, and related to the course goals and objectives.



Examples of Online Assessments

1. Online Discussion: Grade participation.
2. Field reflections: Grade coherence, relevancy, completeness, etc.



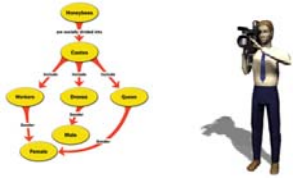
Field Reflections (asynchronous discussions)

1. Students observe in field.
2. Link concepts from class to observations.
3. Summarize learning in a paper.



Examples of Online Assessments

3. Concept mapping: grade connections, depth, breadth, etc.
4. Individual video or podcast production: grade creativity, design, synthesis, coherence, etc.

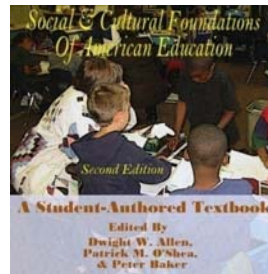


Examples of Online Assessments

5. Team products (e.g., podcast shows, wikibooks, YouTube videos, etc.): grade design, organization, logic, responsiveness, depth, creativity, cohesiveness, completeness, helpfulness, critical reflections, etc.



Wiki, YouTube, Blog, and Podcast Projects



Examples of Online Assessments

6. Guest chat sessions: grade reflection papers or simple participation.
7. Book author chat: Graded for: Course connections and insight, creative insights, coherence, completeness, etc..
 - Bonus pts for contacting the author.



Reuse Blog, Chat Transcripts, Interviews, Presentations

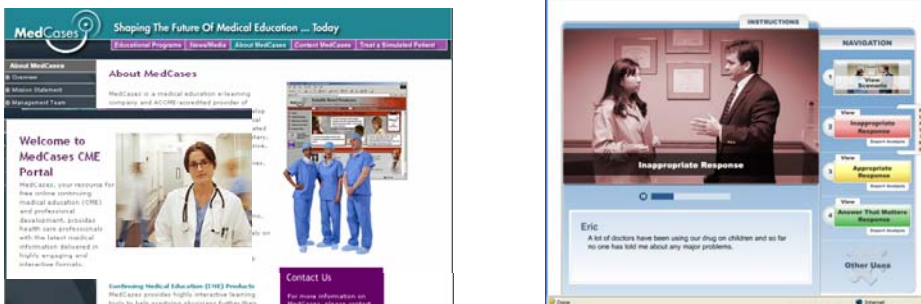


Examples of Online Assessments

8. Class Polling and Surveys: Not graded.
9. Case Analysis: Grade coherence, relevancy to class, ideas generated, content integration, insightfulness, peer feedback, # of postings, etc.



Case and Scenario Learning (problems, solutions, etc.)



Advice and Guidelines

1. Compare the assessments used face-to-face with online. Note any time differences.



Advice and Guidelines

2. Ask self: "Can I reasonably assess this?" Impose personal deadlines for each graded assignment.
3. Rely on peers or experts for some feedback and assessment. Consider self-assessment.



Advice and Guidelines

4. Set aside days or times in calendar for giving feedback and assessing student work.
5. Cut and paste in common feedback from previous semesters.



Advice and Guidelines

6. If more than 25 or 30 students, ask for grading help.
7. Use summary comment email when and where appropriate.



Advice and Guidelines

8. Grade some tasks (e.g., discussion postings) quantitatively.
9. Sample student work where possible.



Advice and Guidelines

- 10. Post anonymous examples of prior student work.
- 11. Use a detailed syllabus.



Advice and Guidelines

- 12. Grade something early in the course—to get students active and checking their passwords.
- 13. Obtain task and assessment testimonials from prior students.



Advice and Guidelines

- 14. Grade papers with track changes on.
- 15. Use drop box in CMS for uploading and downloading assignments. Can also rely on fax, email, snail mail, etc.



Advice and Guidelines

- 16. Not everything needs to be graded.
- 17. Feedback must be as clear as possible.
- 18. Share with colleagues what works and what does not.



Advice and Guidelines

19. There are a variety of conferences, symposia, Webinars, workshops, seminars, retreats, and lunch brownbag sessions concerning online assessment. Take advantage of them.



Good luck with your online assessment practices!

For More Information, Contact:

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